**Career Academy Integrated Unit Plan**

**Academy of Entertainment and Sports Marketing** **New Smyrna Beach High School**

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| **Ford PAS Module 11- Different by Design** | |
| Courses to integrate:  English I/ I Honors and Marketing Essentials | |
| Grade Level: 9th | |
| Timeline & Duration: 1st & 2nd Quarter, ongoing 9 weeks | |
| Unit Summary (From Ford PAS):  In *Different by Design*, you’ll experience the product design process firsthand. You’ll redesign a product based on information you gather from peers, market research, and your own personal experience with the product. Using the same process a product designer uses, you’ll redesign a product in a way that directly addresses customers’ needs. You’ll take into consideration such factors as cost, competition, and the development of a unique design. Once you’ve redesigned your product, you’ll prepare to introduce it to a variety of audiences. Throughout this module, you’ll analyze and compare some existing products. For example, have you ever noticed that light switches—whose only function is to turn lights on or off—come in a variety of forms, from levers to buttons to knobs? Is there a clear reason for these differences in design? Is any one of these switches better from the user’s standpoint? You’ll also consider products that designers have made expressly for the purpose of being different, either by giving the product a distinct appearance or by adding features that competitors don’t offer. By the end of this module, you’ll understand what goes into the design of new products, and have a good sense of what it’s like to work in design professions. | |
| **Overview of Activities/Lessons per Course** | |
| **Marketing Essentials** | **English I/ English I Honors** |
| Activity 1: The Market Decides (Choose a product, research the product, propose a redesign) | Supporting Activities: 1) Writing interview questions and conducting interviews for information 2) Writing prompt about the definition of success 3) Write a review for a book on Amazon (product reviews) 4) Product comparison activity- read reviews for different types of cars and pick which would be the best fit for certain consumers. |
| Activity 2: From Need to Concept (Creating a concept for the redesigned product) | Supporting Activities: 1) Internal vs. External Conflicts 2) Create a product tie in for a piece of literature read in class 3) Research and complete a short biography piece on an inventor/designer |
| Activity 3: Which Product Concept (Decision matrix) | Supporting Activities: 1) Create a decision matrix for recommending books to other students- how many points do books get for certain qualities 2) Complete a book review 3) Reading passages about various products like the Segway |
| Activity 4: Standing Out In The Crowd (Aesthetics, form vs. function) | Supporting Activities: 1) Analyzing art/ critical theory approaches to aesthetics 2) College exploration activity |
| Activity 5: Putting It On Paper (Patents, technical drawing) | Supporting Activities: 1) Plagiarism/copy right laws 2) How good can you explain a process activity |
| Activity 6: Putting It All Together (Product presentations) | Supporting Activities: 1) Presentation evaluations |

**Lesson Instructions for English I/ English I Honors**

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| **Lesson Title:** Supporting Activities for Activity 1 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** Supporting Activities: 1) Writing interview questions and conducting interviews for information 2) Writing prompt about the definition of success 3) Write a review for a book on Amazon (product reviews) based on class novel (draft before publication) 4) Product comparison activity- read reviews for different types of cars and pick which would be the best fit for certain consumers. Choose 3 cars to research and create a matrix with at least 5 things to compare before writing a summary of results. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

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| **Lesson Title:** Supporting Activities for Activity 2 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** A, B, C & D |
| **Instructions to Teacher:** Supporting Activities: 1) Lesson on internal vs. external conflicts in literature and life 2) Create a product tie in for a piece of literature read in class as a culminating project 3) Research and complete a short biography piece on an inventor/designer using appropriate MLA research methods |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

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| **Lesson Title:** Supporting Activities for Activity 3 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** Supporting Activities: 1) Create a decision matrix for recommending books to other students- how many points do books get for certain qualities. 2) Complete a book review for an independent novel 3) Reading passages about various products like the Segway |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

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| **Lesson Title** – Supporting Activities for Activity 4 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** Supporting Activities: 1) Analyzing art/ critical theory approaches to aesthetics 2) College exploration activity |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

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| **Lesson Title –** Supporting Activities for Activity 5 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** A, B & C |
| **Instructions to Teacher:** Supporting Activities: 1) Plagiarism/copy right laws and examples 2) How good can you explain a process activity (students sit with backs to each other and try to explain how to replicate a simple drawing). Students write explicit instructions for a simple process such as making a PBJ sandwich. |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods, copies of *So Yesterday* |
| Attachments: see Ford PAS curriculum |

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| **Lesson Title –** Supporting Activities for Activity 6 |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards:** LA.910.1.6.3 interpret the meaning of text based on context clues LA.910.1.7.3 determine stated or implied main idea and identifying relevant details LA.910.1.7.2 determine author’s purpose and point of view and their effects on text LA.910.2.2.1 make and confirm inference from what is read, including interpreting diagrams, graphs, and statistical illustrations LA.910.1.7.5 identify devices of persuasion and methods of appeal and their effectiveness LA.910.1.7.4 recognize cause and effect LA.910.1.7.7 recognize the use of comparison and contrast in a text LA.910.2.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions LA.910.2.2.3 & 4 locate, gather, analyze, and evaluate written information for a variety of purposes LA.910.6.2.1 select and use appropriate study and research skills and tools according to the type of information being gathered or organized LA.910.6.2.2 analyze the validity and reliability of primary source information and using the information appropriately LA.910.6.2.2 synthesize information from multiple sources to draw conclusions LA.910.3.2.2 maintain clear focus of main ideas, theme, or unifies point in one or more paragraphs LA.910.3.3.1 demonstrate organization and development of topic (beginning, middle, end) in one or more paragraphs LA.910.3.3.3 use quality details (examples, illustrations) to support appropriate depth and thoroughness of topic LA.910.3.4 utilize correct writing conventions (punctuation, capitalization, spelling) and sentence structure LA.910.3.3.3 reflect a variety of question response methods/types  **Rigor & Relevance (quadrant):** D |
| **Instructions to Teacher:** Supporting Activities: 1) How to evaluate presentations |
| **Instructions to Students:** varies depending upon choice of instructional methods |
| **Instructions for Student Accommodations:** extended time and small group work as needed |
| **Assessment for Activity:** varies depending upon choice of instructional methods |
| **Approximate Length of Time for Activity:** 12-15 class periods split over time |
| **Materials Needed:** varies depending upon choice of instructional methods |
| **Resources Needed:** varies depending upon choice of instructional methods |
| Attachments: see Ford PAS curriculum |

**Lesson Instructions for Entertainment and Sports Marketing**

See Ford PAS Module 2